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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

JANUARY 1916

EDUCATIONAL NEWS AND EDITORIAL COMMENT

Early in December Mrs. Young retired from the superintendency of schools in the City of Chicago, and Mr. John D. Shoop was elected as her successor. It would be difficult **Chicago Schools** to secure unanimous agreement as to the chief contributions which Mrs. Young made to the organization and the development of Chicago schools. In the early years of her administration, she undoubtedly succeeded in bringing the teachers of the city into a very much better professional relation to the superintendent's office. They co-operated sympathetically with the changes that were made in the course of study and in the methods of administering the course. Mrs. Young's administration began as one of very close sympathy between the superintendent's office and the teaching staff.

Later in her administration she undertook a general reorganization of the course of study. This undoubtedly was very much needed. Economy dictates that certain portions of the traditional subjects shall be reduced in compass, and that place shall be made for new studies of civic problems, and science, and industry. For these changes of a progressive type Mrs. Young had the largest sympathy. She was interested also in the better organization of classroom work. She stood for smaller classes and for better equipment of the schools. There has been a very large growth,

during her administration, of secondary education in the city. Perhaps others would turn to other items of her administration as equally significant with these which have been mentioned.

During the later years of her administration difficulties have arisen which have brought to the front questions with regard to general policy and the relation of the Board to the superintendent's office. The incoming administration inherits, therefore, the advantages of all that Mrs. Young has done and also some grave problems that will call for masterly treatment in the way of reorganization.

First and foremost is the financial problem. The city of Chicago must expand educationally. The new course of study is more expensive than was the traditional course, and Superintendent Shoop is confronted with the problem of organizing a richer and more useful course of study. Fortunately his experience in the city of Chicago has brought him in contact with the needs of the system in a unique way. He began his work as a conspicuous factor in the school system of Chicago as the administrative officer in charge of summer schools. In this capacity he showed the keenest interest in enlarging the opportunities for the training of the young people of the city. As he has advanced in position and in influence in the city system, he has always exhibited the largest interest in the course of study and in the broadening of the opportunities for all the grades. This educational policy of enlargement means careful financeering, and it is fortunate that Mr. Shoop enters office with the unanimous support of the Board and with all of the enthusiasm that attaches to public confidence in the ability of the new board and the new superintendent to meet its grave financial problems.

A second difficulty which Superintendent Shoop inherits is the difficulty of reconciling the conflicting interests within the schools. The Board of Education has recorded itself as opposed to the Teachers' Federation. The Teachers' Federation, on the other hand, is a powerful organization which is determined to promote, by all means that are possible, the legitimate interests of the teachers. This problem is not one that belongs to the city of Chicago alone. Everywhere the organization of teachers and the

promotion of teachers' interests are grave questions in school organization. It will require great tact and wisdom to keep the schools enthusiastically at work administering the course of study while these questions of internal organization are being settled. Fortunately Superintendent Shoop is recognized by all who have had contact with him as a man of great tact. His diplomacy will be taxed to the utmost in meeting the situation that is now at hand.

Quite apart from these problems that grow out of the immediate history of the Chicago schools, there are grave problems that are arising in all of the great school systems of the country. The state of Illinois has been vigorously engaged in recent years in trying to solve the problem of vocational education for the pupils of the public schools who are not going forward into the professions. There have been vigorous discussions, sometimes colored by partisan feeling and partisan prejudice. These discussions have not issued in practical legislation because the legislators of the state are unwilling to take any steps that are not unanimously regarded as judicious by the school people, the manufacturers, and the labor organizations. Chicago is, in some sense, the center of a discussion which covers the whole country. Sooner or later Chicago must solve the problem of industrial education in the public schools. Mr. Shoop has an opportunity which is not paralleled in the country for a clear-sighted discussion of this great problem and a solution which shall be epoch-making, not only for this state, but for the United States as a whole.

Again, it is coming to be more and more obvious that the administration of schools is no longer possible on a purely personal basis. The time was when the old-fashioned superintendent knew every teacher and knew all of the details of his or her work. Personal inspection was the method of acquiring information about the doings of the schools. The period when such personal inspection and personal knowledge were possible has passed. Superintendent Shoop, like the executive officer of every great school system, must develop the type of machinery which is well known in every large business house. It is the machinery of responsible officials carrying on their work inside of a comprehensive organization which operates smoothly because the head is indirectly in

touch with all of the different departments, but is so situated that he can rely upon his minor officers to execute, within their spheres and in a responsible way, the general policy which he lays out.

Put in other words, there is in modern life the possibility of a scientific organization of schools. Mr. Shoop comes into the Chicago schools at a time when this possibility is more clearly recognized than it has ever been recognized before.

There have, in recent years, been urgent demands for a scientific budget. Mr. Shoop and the Board of Education have the opportunity of organizing a scientific budget and presenting it to the people of Chicago. This will involve a clear definition of administrative responsibility. It ought to involve a reliance on the part of the Board on its educational expert in a degree which has never been practiced in the city of Chicago. The Board of Education ought to realize that it is quite impossible for any group of men and women to conduct a school system through committees of a board of education. The school system must be conducted by the superintendent, and he must be in a position to demand the support and co-operation of all who are interested in the development of the course of study and school policies. If the principle of school organization that is thus expressed can be worked out successfully in the city of Chicago, the advantage of such a clear educational policy will be felt in the smaller cities of the United States as well as at home.

As one considers the possibilities that lie before the new superintendent and the new Board of Education, one must recognize the large significance of the harmony with which the new administration has entered upon its work. The enthusiasm of the schools for the new administration and their hopes for the future center about the possibilities of a reorganization in a number of directions and a continuation of the advances which have been made in the earlier administration.

Mr. Shoop is to be congratulated on the position which he has attained through long service in the school system. He is to be congratulated most heartily on the unanimous support which he has received in entering upon his administration. He can certainly look forward to the support of all who are earnestly interested in

education, and every prospect seems promising for achievements which have never been paralleled in the history of Chicago schools.

A school survey conducted by the United States Commissioner of Education, and paid for by popular subscription, is being planned **Proposed in San Francisco**. The Board of Education has invited Comissioner Claxton to conduct a thorough overhauling of the whole school system. The Comissioner responded cordially and offered to bring a force of five assistants, but stipulated that the work must be done at the city's expense. The supervisors were appealed to for the sum needed, but the finance committee pleaded that no funds were available for the purpose. It is estimated that \$8,500 will be sufficient for the enterprise, and a popular subscription of this amount is under way.

Denver, Colorado, is making an educational and financial survey of the schools. Professors Bobbitt and Judd are on the ground **Survey in Denver** participating in the work. The teachers and the superintendents are co-operating in tests of classroom work and in the collection of reports.

The city is on the point of building a number of new schools and has recently installed a new administration. The problems which come up at this time have led to this careful inventory as the preliminary step in the new organization.

The plan adopted by the city of Grand Rapids, Michigan, for a school survey is of especial interest and may be of service in other cities. It is planned that a comprehensive **Survey in Grand Rapids** survey of the entire school system, including the several departments of education, finance, business, etc., shall eventually be made. This year, however, provision has been made for a survey of the educational department only at a cost of \$2,000. Surveys of the other departments will be made from time to time. In this way the spirit of the survey is continually present and the danger of getting into the traditional rut is to this extent obviated. This survey is under the direction of Professors Judd and Bobbitt.

Survey in Boston Boston is making a survey which deals primarily with the financial management of the schools. This survey is under the direction of Superintendent Van Sickel and is to cost \$5,000.

Conference on Supervision in Iowa The University of Iowa performed for the public schools of that state a large service in organizing a second conference on supervision. The special character of this conference is described in the following statement:

The number of school men and women devoting all or part of their time to problems of supervision either in city schools as a whole, the high schools, the grade buildings, or in the rural schools, has increased rapidly within recent years. This division of educational labor has been made in the attempt to increase the efficiency of the school system. Attention to the supervisory and administrative aspects of education has brought to the surface many problems of special importance to this group alone. Notwithstanding the fact that teachers' meetings have multiplied in number, yet relatively little consideration has been given to these serious problems of the supervisor.

The College of Education, in co-operation with the Extension Division of the University, has arranged this second annual conference on supervision at Iowa City in the hope that it may be the means of contributing toward the solution of some of the supervisory problems of the state.

The meetings differed from those with which teachers have been made familiar. There was no music on the programs; there were no elections and no distractions. Heavy speeches were the order of the day. Director Courtis of Detroit, Dr. Ayres, President Pearse, and Professors Bagley and Judd discussed measurements, surveys, junior high schools, and other like matters. The meetings lasted two days and a half and were attended by more than three hundred administrative officers.

Such meetings will become more common. Dean Jessup calls attention to the fact that there is real ground for a separate kind of thinking and study among supervisory officers. He had done a large service in making this idea a concrete reality for Iowa. With the universities of Indiana, Minnesota, and Pennsylvania holding like conferences, it may fairly be said that the universities and public schools have settled down to a systematic, scientific study of educational problems.

The Bureau of Education is conducting a campaign for the better education of immigrants. The following is the last news letter on the subject:

Schools for Immigrants **HOW TO ORGANIZE CITIZENSHIP CLASSES FOR IMMIGRANTS**
Evening schools can render a patriotic service for a better America by including in their curriculum civic education for immigrants. English classes for immigrants offer a great opportunity for civic instruction since civic subjects easily lend themselves as text-material for lessons in English. However, the new spirit of citizenship in America has inspired an even better and more successful means for such service by providing special "citizenship classes" for naturalization applicants. In several cities very close co-operation and co-ordination have been developed between evening schools and the courts of naturalization.

The usual plan for organizing such classes is to secure the names and addresses of naturalization applicants for second papers from the Courts of Naturalization. Such courts, according to the naturalization law, are generally state or federal courts (courts of record). The names of the applicants for citizenship can thus be secured as a mailing list and letters sent direct to the men who need and are eager for civic training in preparation for their naturalization hearing. Ninety days must elapse between a naturalization petition and the final hearing in court. This furnishes the opportunity for organizing every three months one or more special citizenship classes according to the number of applicants. A suggestive letter is given which has proved very effective in enrolling students for such classes. This letter is modeled after the one used successfully in Cleveland, Ohio.

**CITIZENSHIP CLASSES OF THE PUBLIC NIGHT SCHOOLS
BOARD OF EDUCATION**

Date.....

DEAR SIR:

You have made application for your citizenship papers at the office of the Naturalization Clerk. The City of.....is interested in you as you take this step.

In order to become an American citizen you must appear before a judge for an examination in court. At this examination you must speak the English language and be familiar with the principles of our Government. The city of....., through its Public Night Schools, offers you a course in Citizenship. This course will help you to prepare for the examination. Now is the time for you to join this Naturalization Class.

The course will be.....weeks long. In addition to the regular lessons by the teacher, there will be illustrated talks and lectures on citizenship by lawyers,

judges, and public officials. Several trips will be made to public places of interest, such as the City Hall, Public Library, and County Court House.

The class will meet.....evenings.

Remember the first session will be.....evening
.....at 7:30 P.M.

Place: Public School.....

If you come that evening we will explain everything to you.

Yours for American Citizenship,

(Signed).....

Supervisor of Evening Schools

or

Superintendent of Schools

The death of Booker Washington has been the occasion for a survey in all the leading journals of the country of his personal

Booker T. Washington career and the service which he has done for the education of negroes and for the development of ideas

with regard to industrial education for all classes of American workers. His experience illustrates very vividly one of the complications that is sure to arise whenever people discuss the problem of industrial education. Many negroes in this country felt that Booker Washington's theory of education tended to emphasize the inferiority of his own people rather than the rights which they felt should have been brought into the foreground. They felt that he was complacent about racial inferiority and that he was willing that his people should suffer forever in a kind of industrial bondage and intellectual inferiority. Many of them, therefore, were entirely opposed to his doctrines of education and to his campaigns for the promotion of the school which he had organized and over which he presided.

There can be no doubt at all that a similar feeling prevails in the minds of many people in this country with regard to the development of general industrial education. They hold that trade schools, and even prevocational courses, serve to degrade the people who take such courses rather than serve as substitutes for the general education which has been the boast of the American public school.

Booker Washington, in his statement of his own educational policy, supplied the answer for his own critics and for those who are opposed to the development of industrial education. He drew

attention again and again to the fact that, if one is to enjoy the higher things in life, he must be self-supporting; he must be able to take his share in the economic development of the country. Wherever any question arises, therefore, as to the type of education which is most essential, obviously emphasis must be placed upon those fundamental types of training which shall prepare one to become economically independent. Such training in self-support and in the arts that contribute to self-support is not opposed in any way to the highest training that can be taken by any individual.

On the other hand, there is grave danger that many people will become so absorbed in abstract modes of thought that they will not be independent and able to maintain themselves. If one reads such essays as that of Spencer on "What Knowledge Is of Most Worth," he finds exactly the same contentions presented in a vigorous way from another point of view. Spencer's argument that the languages are not essential in all education, but are the proper subjects of study for those who have acquired leisure, is perhaps overstated, but nevertheless it presents an important truth. Wherever Latin or literary subjects can be added to thorough training in the essential activities of life, the individual will undoubtedly gain by pursuing these literary courses; but, where the ambition to command Latin eclipses the ambition to become a useful worker in society, the literary subject is open to criticism and should be reduced to the point of making possible a new kind of course of study, one which is based on the principle that the individual must first maintain himself in the world and may then enjoy its higher forms of thought and activity.

Booker Washington's career is of interest from this point of view, not only because of its achievements and because of the expression which his individual life gave of a large educational mission successfully carried to its completion, but because his influence in general education throughout the United States is very large. Whether it is Hampton or Tuskegee that is to be regarded as the earliest and most influential example of industrial education need not here be settled. Certain it is that Booker Washington, as one of the most notable products of the earlier institution and as the organizer of the later, has done much to bring to the consciousness of American people the problem of training those classes which

must first be made economically independent and afterward brought to an appreciation of the higher experiences of the race. Fortunately he leaves behind him others who are trained in the spirit of his own teachings and are qualified, through contact with him, to carry on the work to an increasingly successful conclusion.

On the basis of the experience of Cincinnati and Fitchburg the school authorites of Springfield, Massachusetts, are beginning to make provision in the public-school system of that city for part-time study in the vocational school on the part of apprentices. At present, only apprentices from the printing trade are received. It is hoped, however, that subsequently, if the need arises, boys in other vocations will be given the opportunity for part-time study. Through an arrangement with the employers it is possible to give the boy one full day a week of instruction. He receives full pay at the time and is thus enabled to carry forward his education while supporting himself.

The Bureau of Attendance of the Department of Education of the city of New York has adopted a novel plan as a check on truancy.

According to this plan every child of school age will carry an identification card at all times. A photograph of the child will be pasted on the card. In addition to the photograph there will appear on the card the name, address, name of parents, school attended, borough, birthplace, height, weight, grade, teacher, principal, and school hours of the bearer.

By this arrangement a policeman or truant officer, meeting a child of school age on the street, may demand from the child the card and thus determine whether or not the child should be in school at that hour.

The proposal has encountered considerable opposition from parents who term it the "school children's rogues' gallery." Although this opposition is of a sentimental character, it may be sufficient to interfere seriously with the working out of the plan.

If the practical difficulties of the administration of the scheme can be overcome, it seems as if it might be of great service in meeting the truancy problem in the large city. At least here is an idea deserving of attention.